

## Psychology 400: Survey of Learning and Memory

Prof. J. Cooper Cutting

Syllabus

Spring 1997

Lecture: MWF 8-8:50; Coker Life Sciences rm. 211

Office: Barnwell 532 Phone: 777-4294 e-mail: cuttingc@garnet.cla.sc.edu

Office hours: Wed 9:15-10, Thurs 1-1:45, & by appointment

TA: Kim Cronise

Office: Barnwell 456 Phone: 777-6611 e-mail: cronise@black.cla.sc.edu

Office hours: Tu 10-11, & by appointment

Textbook: Lieberman, D. A. (1993). Learning: Behavior and cognition. Second edition. Pacific Grove, CA: Brooks/Cole Publishing.

Course Prerequisites: Psych 101 or SCCC 130

Course Description & Objective. The purpose of the class is to explore various issues involving how people learn information and behaviors, and their ability to remember that information. The bulk of the class (approximately 2/3) will focus on learning. Clearly, this covers a lot of ground, so it is important that you keep up with the readings and attend the lectures. By the end of the course, we will have covered factual and theoretical explanations about classical conditioning, instrumental conditioning, and information processing.

Course Requirements (grading). Your grade will be based on your performance on three exams and quizzes. While the exams are not technically cumulative, a competent understanding of previous material will be helpful in your performance on later tests. This is because material later in the course builds upon the earlier work. Each exam will count for 1/4 of your overall grade (for a total of 3/4). The format of the exams will be primarily multiple choice, however there may also be some short answer questions. Exam make-ups for excused absences will be during the time scheduled for the final exam. This is the **only** chance for a makeup. The makeup will consist of a longer more comprehensive version of the final exam.

The remaining 1/4 of your grade will come from quizzes. There will be approximately 13 quizzes, roughly corresponding to 1 per chapter. The quizzes will be administered at the end of classes (typically on the first class beginning the next chapter). They'll consist of a few short answers or definition types of questions. The main purpose of the quizzes is to help you keep up with the readings and lectures. The average of your top 10 quiz scores (we'll drop your lowest 3 scores) will make up the final quarter of your grade. Quizzes cannot be made up.

Some form of extra credit may be available. The details of this are still being worked out.







## Psychology 400: Survey of Learning and Memory

Prof. J. Cooper Cutting

Syllabus

Spring 1997

Lecture: TuTh, 2-3:15; Business Admin. rm. 002

Office: Barnwell 532 Phone: 777-4294 e-mail: cuttingc@garnet.cla.sc.edu

Office hours: Wed 9:15-10, Thurs 1-1:45, & by appointment

TA: Kim Cronise

Office: Barnwell 456 Phone: 777-6611 e-mail: cronise@black.cla.sc.edu

Office hours: Tu 10-11, & by appointment

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Tentative topic calendar

Why and How Learning is Studied	Lieberman, 1 & 2
Classical Conditioning: The Basics	Lieberman, 3 & 4
Classical Conditioning: Theories	Lieberman, 5

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Exam 1: around Feb 18

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Instrumental Conditioning: The Basics	Lieberman, 6 & 7
Instrumental Conditioning: Some Applications	Lieberman, 8

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Spring Break March 10 - 14 No Classes

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Theories of Reinforcement	Lieberman, 9
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Exam 2: around March 27

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Associative Learning: Theoretical Issues	Lieberman, 10 & 11
Information Processing	Lieberman, 12
Associative Learning And Cognition	Lieberman, 13

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Final Exam: May 1 (Thursday) at 2PM

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The Final Exam will be administered only on the assigned date and time.  
DO NOT MAKE TRAVEL PLANS (OR HAVE ANYONE ELSE MAKE TRAVEL PLANS FOR YOU) THAT INCLUDE ABSENCE FROM THIS EXAM.

